

KINDERGARTEN PA CORE STANDARDS TRANSITION GUIDE *

CONTINUED EMPHASIS	SPECIFIC PA CORE EMPHASIS
Comprehension Skills (Fiction and Non-Fiction)	<ul style="list-style-type: none"> • Using fiction and non-fiction texts to develop comprehension skills • Increasing reading of non-fiction texts (goal of 50% @ end of Grade 4) (CC.1.2.K.A) (CC.1.3.K.A) (PACC Introduction pg. 2) • Identifying reasons an author gives to support details in a text (CC.1.2.K.H) • Comparing/contrasting characters and experiences in and across texts (CC.1.3.K.C) (CC.1.3.K.H) • Moving beyond simple identification of story elements to making connections between/among them in a text (CC.1.2.K.C.) • Focusing on similarities and differences between texts (CC.1.2.K.I) • Using emergent reader text to focus on reading with purpose and understanding (CC.1.1.K.E.) • Describing relationships between text and illustrations to deepen understanding of text (CC.1.2.K.G., CC.1.3.K.G)
Vocabulary Development	<ul style="list-style-type: none"> • Emphasizing inflections and affixes, word relationships, word categories, frequently used verbs and adjectives, and shades of meaning (CC.1.2.K.K) (CC.1.3.K.I) • Making real life connections between words and their use (CC.1.2.K.J) (CC.1.3.K.J)
Word Recognition Skills Decoding Skills	<ul style="list-style-type: none"> • Reading high frequency words by sight (CC.1.1.K.D) • Segmenting and blending of words (CC.1.1.K.C) • Recognizing and naming all upper and lower case letters (CC.1.1.K.B.) • Associating long and short sounds of the five major vowels (CC.1.1.K.D)
Fluency	<ul style="list-style-type: none"> • Emphasizing automaticity at letter/sound and word level (CC.1.1.K.D)
Types of Writing Quality of Writing	<ul style="list-style-type: none"> • Writing every day in response to learning (CC.1.4.K.X) • Writing to express opinions (CC.1.4.K.G) • Employing peer review in the revising process (CC.1.4.K.T) • Using technology tools/digital resources to publish writing (CC.1.4.K.U)
Research	<ul style="list-style-type: none"> • Collaborating with peers to produce shared research and writing projects (CC.1.4.K.V)
Speaking and Listening	<ul style="list-style-type: none"> • Employing group reading activities (CC.1.3.K.K, CC.1.2.K.L) • Providing detail when describing people, places, things, and events (CC.1.4.K.O) (CC.1.5.K.D) • Participating in collaborative conversations with peers and adults (CC.1.5.K.A)
Conventions of Standard English	<ul style="list-style-type: none"> • Foundational grammar should be taught in the context of reading, writing, and speaking. (CC.1.1.K.D) (CC.1.4.K.F) (CC.1.4.K.L) (CC.1.4.K.R) (CC.1.5.K.6) • Focusing on letter-sound correspondence (CC.1.1.K.D)
Technology Literacy	<ul style="list-style-type: none"> • Emphasizing digital tools for instruction and student productivity (CC.1.4.K.U)

* The purpose of this document is to provide a summary of similarities and differences between PA Academic Standards and PA Core Standards. This is not intended to be a curriculum guide – only to identify shifts in delivery of instruction.